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THE AMERICAN PSYCHOLOGIST

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LORRAINE BOUTHILET, *Managing Editor*

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The policy of accepting articles for immediate publication (providing the editor accepts the article and the author is willing to pay the entire cost of increasing the next available issue by enough pages to add his article to the normal content) is now standard practice for all APA journals except *Psychological Abstracts* and the *American Psychologist*.

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This paper was the first of a series of papers on the subject of the "Theory of the Planets," which were published in the "Philosophical Transactions of the Royal Society of London" in the years 1800, 1801, 1802, 1803, and 1804.

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THE WOMAN PROBLEM

EDWIN G. BORING

Harvard University

DR. Mildred B. Mitchell (9) has pointed out that women do not hold administrative and honorific positions in the APA "in proportion to their numbers and qualifications" and that especially do they fail of election to "top-level" offices, being frequently chosen for the more laborious job of secretary.

Dr. Mitchell is right, of course. Women are accorded less recognition than men in the professions and in public life. We hardly need more statistics to prove that. The APA has had only two women presidents out of its 59, one in 1905, one in 1921, and none in the last half of its existence when its increasing size makes election so much more difficult. Only about 8 per cent of the persons listed in *American Men of Science* (1933 edition) were women. Less than 6 per cent of the 127 psychologists starred in the first seven editions of this directory were women. The National Academy of Sciences (1950) has among its 461 members only three women. The American Philosophical Society (1950), not limited to science, has among its 486 members only 8 women. Neither of these societies has any women among its honorary foreign members. Less than 8 per cent of the entries in *Who's Who in America* are for women. There can be no question that professional women acquire less prestige than professional men "in proportion to their numbers," but *why*? Is it not time to stop confirming this obvious fact and to attempt to get some understanding of the underlying social dynamics?

Certainly the Woman Problem is not solely a problem for and about women. It will be comprehended best when it is considered in relation with similar problems of social dynamics.

The Woman Problem is, for instance, related to the Great Man problem. Do science and thought and history, we may ask, advance step-wise by the successive contributions of great men, or is intellectual progress more or less continuous? Does history perhaps merely select the names of certain men as indices of advances in thought and

knowledge, while neglecting the antecedent, the contemporaneous and the subsequent events that are necessary for getting a great discovery ready to be made and then afterward getting it accepted as truth? The Great Men of history are the men who achieved great prestige, some of them while living, others posthumously. It appears, moreover, that prestige is gained or lost, not only by achievement, but also by such other reinforcers and inhibitors as the timing of the discovery, the inertia of contemporaneous thought, the way in which the discovery is promoted or advertised, and the prestige of the discoverer—for prestige begets prestige; it has positive feed-back. When a man has first emerged from inconspicuousness, his subsequent acts gain attention more readily than before and his prestige tends to build itself up, especially if it is continuously supported by good work. The point here is that prestige is no simple function of merit. Neither men nor women gain prestige simply "in proportion to their qualifications" (in Dr. Mitchell's phrase). Thus it comes about that an understanding of the psychodynamics of the history of science will help in an understanding of the woman problem, for it is not only women who complain of history's injustice (1).

The Woman Problem is also similar to the youth problem. On the average, men make their greatest contributions to knowledge at the ages of 30–45, becoming less effective, less frequently productive, as they grow older. Harvey Lehman (5, 6, 7, 8, etc.) has plotted these productivity curves. The cause of decreasing frequency of original contributions by aging men is not yet known; perhaps it is wholly motivational. In general, prestige and the culture tend to preserve the status of once important men as they grow older, and in the American success-culture men often maintain prestige by slipping over into administration from the field of discovery. To some extent the past status of the old is supported by our culture, but that is not nearly so true here in the occident as it has been in the orient. As a rule the young men in

their thirties and forties are ready to take over from the oldsters, and to a considerable extent they do. Someone once proposed establishing a "Society of ExperimentING Psychologists" for men under forty, an active group free of the prestige inhibitions which were supposed to limit election to the Society of Experimental Psychologists—and indeed the new society was formed although under a different name. Now the grim reaper of middle age harvests the members of the younger society into the older—at age 40 or even sooner. We must not, however, forget the existence of this Youth Protest, comparable to the Woman Protest in being directed against the fixed prestige of older men. The chief difference here is that the young grow old, and change their views, whereas women never quite turn into men.

For men there is a standard operating procedure about the acquisition of prestige. It runs—for psychologists—something like this. First you get a PhD. Then you manage some good research and publish it. In that way, you get some recognition. You keep on with research, now accepting also some administrative responsibilities. If you continue to impress your profession with the quality of your performance, you are likely to develop intellectual claustrophobia. You find yourself presently seeking larger perspectives. Perhaps you write a book, a book that, bringing together the researches of others, affords you the needed scope for broad interpretation. Or you may get over into the administration of research or of other professional activities. You may even find psychology too confining and become a dean or a college president. All this is standard for psychologists. It applies approximately to every past president of the APA. I am not sure that it holds for theoretical physicists who seem to be able to find scope for broad interpretation within their science and thus may not need to escape from research to book-writing or administration. Nor am I sure that the rule applies to European scientists, for abroad custom supports the prestige of the older men in greater security than is the case in America. Nevertheless, if a woman wanted to be president of the APA, this would be the course for her to follow, except that in this curriculum she had better aim at writing a book than at being a dean. For its top honors the APA looks askance at administrators.

It seems probable that this standard course for the evaluation of prestige is connected with the normal American success-culture. Prestige springs from power and leads to more power, but not much power is required for dealing with little things. It is the book-writer and the administrator who handle the large theories and the broad policies, thus maintaining and enhancing their prestige as they gather in the fruits of success. It is my impression that it is at this upper level that women are most often blocked in the pursuit of prestige. If a woman wants power and prestige as an administrator, she runs up against the man-made world. It is not the APA which keeps women down, but the universities, industry, the government, the armed services. With top-level administrative jobs so hard for her to get, why then does she not write books? Sometimes she does, but the book that brings prestige should deal with broad generalities, and there is some indication that the women of our culture are more interested in the particular, and especially, if I may lift terms from Terman and Miles (10, 400f.), in the young, helpless and distressed. Rogers, the only clinical psychologist who until now had been president of the APA, came to fame through a general theory of therapy and a book about it. Scott, in applied psychology, came in through administrative success with personnel testing in the First World War. The exceptionally skillful practitioner—be he or she clinical psychologist, college teacher, or general physician—gains at most a local recognition which almost never admits him to the dictionaries of biography.

Another important contributor to prestige is job-concentration. Beardsley Ruml has spoken humorously of the 168-hour week for the fanatic who lives primarily for his job—he who eats, sleeps, and finds recreation only because he wishes to work better. These compulsive persons are very common among successful professional men and in business and statecraft. Such persons can undertake any job at any time in any place on earth, provided only it seems important enough. Now it has been remarked that these people make poor parents, and presumably they usually do. Thus it comes about that the Woman Problem is found to be affected by philosophy of living. Inevitably there is conflict between professional success and success as a family man or a family woman. That is not

to say, of course, that a man of exceptional ability can not save time from his profession to spend on his family, nor that maximal concentration is always maximally efficient in producing prestige; nevertheless the fact remains that you can not often do two things at once and that limited time is one of the factors that prevent achievement. Thus it is true that ambitious professional mothers have a grievance, for custom gives them greater responsibility for the children than it gives their husbands. It would have been desirable for Dr. Mitchell, had it but been possible, to separate in her statistics the married from the unmarried women, discarding the negligible unmarried men altogether. It would have been still better for her to have ignored sex and marital status, and to have used as a basic parameter measures of job-concentration for every member of the APA. What we are after is knowledge of the effects of professional fanaticism.

Now against this background of social dynamics, let us see what must usually happen to the ambitious woman member of the APA.

I do not believe that sex prejudice operates against women in APA elections to top-level offices. I can not prove this faith, but I think that on the average and given everything else equal, a male psychologist will vote for a woman in preference to a man—or for a member of any minority group that he thinks is underprivileged or discriminated against. Everything else is, however, not often equal and women are usually not preferred for the top-level jobs because some of their male competitors have more prestige.

Intelligence and special abilities will count for their possessor, man or woman, all through. Let that not be forgotten. It is only when a woman loses out in competition to a man of presumably equal intelligence and special skill that the Woman Problem emerges.

When the professional woman starts out on her career, she can be imagined as having two choices to make—although in fact it is doubtful that she really can do very much to choose her personality. She can not, of course, choose her level of intelligence, but she might perhaps attempt a decision about job-concentration and whether to work with particulars or generalities, in technology or in science. If she chooses less job-concentration in order to be a broader person, a better wife or a better mother, then she is perhaps choosing wisely

but she is not choosing the maximal professional success of which she would be capable. She is in competition with fanatics—the 168-hour people—and she had better accept that bit of realism about job-concentration. Certainly she is less free than a man to choose work that deals with the large generalizations, because those jobs are associated with basic research, and the top positions in the universities are not as freely open to women as to men, whereas basic research under government auspices has not yet settled down into any permanent pattern.

All along the question of marriage interferes with the woman's assured planning. Can a woman become a fanatic in her profession and still remain marriageable? Yes, she can, for I know some, but I think a woman must be abnormally bright to combine charm with concentration. These women make the synthesis by being charmingly enthusiastic. The Woman Problem comes up again after the professional woman has acquired a husband and a couple of children, with the culture pressing to give her a heavy responsibility in the home, with her husband noting, perhaps, that his own success demands his own job-concentration. A couple can compromise and work out a fairly proportioned scheme for the good life as they see it, and some do just this. Perhaps two spouses, each on half-concentration, are better than one on full concentration, but the pair would not be elected president of the APA. Some women readers will undoubtedly think me callous to the frustration of others, but I am asking only for realism. Do you work at your profession 20, 40, or 80 hours a week? It makes a difference in competition, though it is not the only thing to make a difference; and the Woman Problem exists because there is this competition and invidious comparison.

There are about as many married as unmarried women in the APA (4, 14). Why not let the older unmarried women give up the thought of marriage and compete on equal footing with the men? Part of the answer to that question is that they will not be on equal footing. Nearly all the men are married, and a married man usually manages to make his marriage contribute to his success and prestige. Most of the married women do not receive the same professional support from their husbands and the unmarried women have no husbands. The only exception in favor of marriage

for professional women is that those women who look for success in the psychology of interpersonal relations and not for great prestige often believe that their marriages make better psychologists of them (4, 15f.). In general, marriage is not an asset for most professionally ambitious women psychologists.

When the unmarried woman seeks prestige at the upper levels, she finds that the administrative posts are not fully open to women. Nevertheless, she is free to seek public success by working with some kind of large generalities. That approach to prestige generally means writing a definitive discussion of an important topic in a book. You would think that ambitious women would take to book-writing more than they do, although it must be admitted that writing a book is more work than those who do not write them think. Still this is the right advice to give the women who seek prestige under our present cultural limitations. If they do not take the advice, perhaps the reason lies in Terman and Miles' observation that women are more concerned with the particular than the general.

Here then is the Woman Problem as I see it. For the ICWP or anyone else to think that the problem can be advanced toward solution by proving that professional women undergo more frustration and disappointment than professional men, and by calling then on the conscience of the profession to right a wrong, is to fail to see the problem clearly in all its psychosocial complexities. The problem turns on the mechanisms for prestige,

and that prestige, which leads to honor and greatness and often to the large salaries, is not with any regularity proportional to professional merit or the social value of professional achievement. Nor is there any presumption that the possessor of prestige knows how to lead the good life. You may have to choose. Success is never whole, and, if you have it for this, you may have to give it up for that.

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CLINICAL PSYCHOLOGY—SCIENCE OR SUPERSTITION¹

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IS clinical psychology science or superstition? I shall define clinical psychology denotatively as that vast field of interference in human behavior in which clinicians currently and profitably find themselves engaged, whether directly or not. For my definitions of "science" and "superstition" I shall desert the operational approach and utilize the academician's prerogative of retreating to the dictionary. Webster defines science as "a method of arrangement, functioning etc. reconciling practical or utilitarian ends with scientific laws," and superstition is called "a fixed, irrational idea, a notion maintained in spite of evidence to the contrary."

To anticipate my ultimate answer, clinical psychology is compounded of both science and superstition—of applicable scientific laws of human behavior as well as fixed irrational ideas unsupported by evidence or maintained in spite of evidence to the contrary. By heredity it is a science since it was born with a drive mechanism toward the prediction and the control of human behavior. By development, thanks to both environmental frustration and unfortunate family influence, it often exhibits fixed, immutable superstitions in the best tradition of Maier's neurotic rats.

CLINICAL PSYCHOLOGY AND THE DEVELOPMENT OF SCIENCE

The development of objective knowledge applicable to the prediction and control of natural events occurs somewhat as follows. Science is basically empirical. It begins with individual experience which is assessed and then applied to the solution of some problem. Such primitive empiricism is fun, but it is seldom clean. Its rough use of experience is soon seen to have its shortcomings; then certain ground rules develop for its improvement. The individual checks his experience with that of other individuals (the anecdotal method) and adopts

certain standard ways of assessing it (logic, mathematics, etc.). Finally he conceives the idea of checking his predictions in advance of their practical application, and at this point the experimental method is born. This highly sophisticated empiricism is eminently clean, but it is seldom fun.

With the refinement of his empirical techniques, man finds himself able to get more and better answers to his problems, but only at a cost of greater physical effort and greater intellectual discipline. The development of science, from the point of first application of rough empirical methods to the final precise experimental attack is a long and arduous one. But we in clinical psychology are an impatient lot. We cannot wait. Our haste and our desire is all too evident in our approach to the field of therapy, concerning which we have a minimum of knowledge and a maximum of public demand. We resemble early chemistry and physics when the alchemists were dedicated to the discovery of some single easy principle for the transmutation of the baser metals into gold. Such transmutation of elements is now many years later becoming possible, but only through the complicated processes of nuclear physics.

The proceedings of the Boulder Conference (5) contain mention of a resolution, supposedly introduced by a participant, but actually, I am convinced, originating in the ready wit of the editor of the proceedings, Victor C. Raimy, to the effect that: "Psychotherapy is an unidentified technique applied to unspecified problems with unpredictable outcome. For this technique we recommend rigorous training" (5, p. 93). Certainly at no time did the conference approach more closely to a timely and unassailable truth. Might we not better have substituted for the final sentence of this resolution the following: "For this technique we recommend rigorous and unrelenting experimental investigation"?

The method of science contains a further and most serious frustration for the clinical psychol-

¹ The 1951 Presidential Address of the Midwestern Psychological Association.

ogist. Its truths are relative, not absolute. It offers probability and not certainty. I have suggested elsewhere (3) "that science is relative and that it deals with the evaluation of probabilities rather than the discovery of absolutes, and that the scientist must always build his theoretical structures upon the shifting sands of ever-increasing experimental findings." This offers but cold comfort to the practicing clinician, attacked by doubt and insecurity, scientifically operating under a structure of probabilities and denied the satisfying absolution of certainty. Again, nowhere is this more evident than in the field of therapy where the final certainty of an absolute act of faith is so often substituted for the continuing skepticism and relentless investigation that is the necessary concomitant of science.

These characteristics of science—that it is a slow laborious path to knowledge, and that it offers only the relative security of probability rather than the complete security of certainty—create severe frustrations for the clinical psychologist who operates in a new and undeveloped field and is torn by strong personal drives and tremendous environmental pressures. The professional result often is, as it is in the field of personal adjustment, that powerful reaction formations develop in an attempt to handle the anxiety and tension. These seem to take two common forms: the depressive, nihilistic denial of the efficacy and possibility of a scientific approach to clinical problems, and the attempt to substitute some other more satisfying approach to knowledge.

The nihilistic despair and its accompanying rejection of the applicability of scientific method to clinical problems is exemplified by the over reaction of some clinicians to Windelband's distinction between the nomothetic and the idiographic disciplines, those which seek *general* laws, and those which seek to understand a *particular* event. The critical application of the idiographic principle to the interpretation and prediction of individual behavior, while in general beneficial in its results, has, like the administration of cortisone in the treatment of arthritis, had some unexpected and untoward consequences. While it has relaxed much that heretofore has been rigid and has resulted in an increased ability to grasp certain difficult problems in personality theory, it has also had certain unforeseen results, such as the spurious growth of hair on the chest of some of our weaker

protest movements, and the occasional development of professional psychotic episodes. The uniqueness of the individual is seized upon by some clinicians as a reason for the complete disavowal of the nomothetic approach. Their argument runs that since any individual personality is unique, nomothetic measures cannot be used, general statements cannot be drawn, and prediction becomes impossible. This leaves the task of the clinical psychologist one of merely understanding rather than predicting the personality.

We forget, however, that in the practical world of clinical practice, understanding is of value only when it leads to prediction. This stress on understanding without prediction is an egocentric fallacy on the part of the clinician. He strives, it is true, to understand the patient, but he justifies his efforts in a social order only when he can predict and control behavior as a result of his understanding. The edification and enlightenment of the examiner, when it does not issue in increased prediction or control, can hardly be considered a justifiable goal in the clinical process.

A further extension of this "idiographic dilemma" comes in the handling of probability theory, upon which prediction is presumably based. As Reichenbach (6) and many others have pointed out concerning the applicability of probability theory to a single case, it does not seem to make sense when the probability of a single event is stated in terms of frequencies. An individual event can either occur or not occur. It cannot occur to a relative degree. Statements about the probability of single events, therefore, are meaningless. Since the clinician deals with a single case, and since probability statements about single cases are meaningless, how can the clinician use them in his practice?

This is a semantic confusion. The stress on clinical prediction in a single case is an oversimplification of actual clinical practice. Any clinician is treating a series of cases over a period of time. Probability statements make possible predictions which, in the course of his practice, should enable the clinician to be right more often than wrong. The justification of a good clinician depends not upon his success with any single case, but upon his overall batting average over a period of time and with a number of cases. This situation probability theory can handle.

The negation of the scientific method in clinical psychology sometimes is achieved not merely by denying its applicability, but by the further step of substituting some other technique for the achievement of knowledge. One of the most popular is "intuition." Through the use of this mythical function one is supposedly able to arrive at immediate truth without the necessary mediation of any of the laborious processes of science.

Despite all our evidence that inference can go on at an unconscious level, despite the fact that Helmholtz years ago gave us a name for it (*unbewusste schluss*), many of us still cling to intuition as a mystical process of revelation in its own right. We speak of intuition as a means of knowledge peculiar to the clinical situation, thereby opposing it to the usual processes of rational, empirical evaluation common to the other sciences.

Actually, intuition can never be divorced from its empirical backgrounds. This immediate act of knowledge is permitted to physicians, but only after many years of medical school and post-graduate residence. It is permitted to the clinical psychologist in interpreting his test results, but only after he has experienced the same testing situation with many subjects. In the field of personality interpretation it is perhaps most famous in the work of Spranger and his method of understanding (*Verstehen*). To Spranger, understanding is immediate while science is mediate. Yet when one reads Spranger one finds that the act of understanding can come only after a background of empirical knowledge has been acquired. One can only understand people after one has noted the books they read, the pictures they hang on their walls, the diversions they seek, and the company they keep. Here, certainly, is no mystical process but an orderly formula for the acquisition of knowledge which may later form the basis for a rational judgment, albeit the particular and extensive bases for that judgment may not be present in consciousness at the moment the judgment is made.

Another form of this negation comes in the stress on the *necessity* for a new and novel methodological approach. Currently the hope is, of course, for some *new* statistical technique. We reason that since our problems are certainly new and unique, our solution must be novel and different. Our task is but to await its coming; until its arrival all is lost. This type of Messianic faith

in the coming of salvation always makes me feel my age. In my twenty years of professional experience I have seen psychology "saved" many times; and we are all still swimming for our very lives. It is a broadening experience to see the simple correlation coefficient, once a touchstone to all knowledge, now merely a paving block in the infinite and commercially crowded roadways of factor analysis. This is not to belittle the possibility of future improvements in statistical method, but rather to call for a more active utilization of its present potentialities.

In all honesty, however, I must admit that I am occasionally dubious about the uses to which honest statistical theory is put by hard pressed psychologists. The statistics of small samples, for instance, is based upon fairly rigid assumptions concerning the sample to which it may be applied. How often do we really fulfill these conditions? There are disillusioned moments in which I fear the statistics of small samples is merely a new technique for counting on our hopes rather than on our fingers.

There are other ways of solving our problems than passively awaiting the dawn of a new tomorrow. In our laboratory Williams (8) has shown that with a little ingenuity behavioral criteria *can* be developed for the validation study of the Rorschach, and not to the degradation of Rorschach's experiment either. Klebanoff (4), in his Rorschach study of paretics, has shown the fruitfulness of the ancient method of using an adequate control group and matching for such important factors as age and education.

I have mentioned the Rorschach because of the tendency to view the test as fixed and immutable and to throw the burden of development on the devising of new validation techniques to fit the test's present inadequacies. It is entirely possible, however, to reverse the approach and to place the burden of development on the Rorschach test itself, so altering and extending it that it will come within the possibilities of current experimental design. Ordinarily, pure color, movement, and shading responses may not occur frequently enough to be subjected to adequate statistical analysis, but instead of striving for new statistical techniques we might try altering the test so that more of these responses are produced. This, it seems to me, is what Levy is doing in his development of special movement blots, Zubin in his introduc-

tion of judgmental scales, and currently in our laboratory, Buker, who is attempting to develop experimental blots for accentuating shading responses.

CLINICAL PSYCHOLOGY AND RELATED DISCIPLINES

Let me return to the family influences I mentioned at the beginning of my paper. Clinical psychology has not developed in a vacuum, but is one of a family of related disciplines. Its contacts have been particularly close with medicine, philosophy, and psychiatry. The influence of medicine upon psychology has been particularly strong. All the biological sciences classically have funneled through medicine to a clinical application. It is our immediate predecessor in the experimental science of behavior. In England, France, and Germany, through such men as Bell, Magendie, Helmholtz, etc., psychology found its early experimental beginnings. They may have fixated psychology unduly on the sensory approach, but they certainly offer us a firm and fine experimental tradition. It is well to remember at this point that medicine is not an art. It is a science. Years of experimentation lurk behind even the commonest of pills. Behind every general practitioner there stands a myriad of laboratories, research institutions, and teaching facilities, all of which through him contribute to the care of the individual patient. Too often we concentrate upon the physician and his bedside manner but overlook the scientific basis of his methods.

In medicine we also have a model for the substitution of scientific information for mere sentimentality in the treatment of human disorders. In its undeviating adherence to the ethical standard of offering the patient only that which is demonstrably good for him, we have an ethical model that we in clinical psychology might well follow more closely. Without rejecting psychotherapy we can ask how much of it stands on the basis of demonstrable achievement. Too often I hear psychotherapy justified upon the grounds of demand. This persuasive argument always strikes me as somehow spurious. The public wants many things—crime, gambling, corruption in public office—which many of us do not feel it should have. Would that our psychotherapeutic conscience were as strong as our social conscience before this argument.

Our debt to philosophy is, of course, an ancient and extensive one. If one thinks of philosophy as that discipline investigating the methods and techniques of rational thought, every scientist is in part a philosopher, for he must systematically integrate his scientific findings to give them significance and to draw inspiration for further observation and experimentation. That part of philosophy dealing with semantics, logic, etc., becomes indeed an inseparable companion of all science. Such names as Cohen, Nagel, Reichenbach, and Feigl are familiar to any present day experimental psychologist.

There is, however, another philosophical tradition that has not been so healthy in its influence on psychology. This is what I might call the "curse of cosmology," the use of pure reason to attain ultimate truth. It is an attempt to satisfy man's eternal quest for certainty in a world which offers to the scientist, at least, only knowledge that is relative. As philosophy has abandoned certainty as its goal and concentration upon reason as a method for the establishment of probabilities, it has tightened its working relationship with science. As Reichenbach so nicely expresses it, "the search for certainty had to burn itself out in the philosophical systems of the past before we were able to envisage a conception of knowledge which does away with all claims to eternal truth (6, p. 49); and, I might add, a conception of knowledge which can profitably be shared with science to the mutual advantage of both.

As the cosmologists have fled the field of philosophy before its logical demands and its increasing substitution of the goal of probability for that of certainty, I fear a goodly number of them have settled quite comfortably in psychology, and the clinical field is no exception. This may be the inevitable consequence of our youth when a lack of accumulated experimental findings doubly encourages the proliferation of systems all designed for the final solution of human problems which cannot possibly be solved at present because the information to solve them is not yet there. It is this tendency that in some quarters makes of psychoanalysis a religion rather than a working hypothesis. Freud stands as one of the most brilliant thinkers of the century and his blending of raw clinical empiricism and the use of reason has uncovered a great deal of information con-

cerning the motivation of human behavior, but I know of no figure whose contribution to current thinking is more in need of careful confirmation and extension through the orderly experimental processes of scientific investigation. If we draw inspiration from philosophy, let it be from its dissecting and disciplining of the tool of reason, and not from its attempts through the misuse of reason to attain a false though admittedly comfortable illusion of certainty.

Finally, there is our precocious brother, psychiatry. I say precocious both in honor of his accomplishments and in full recognition of his youth. It is this youth that I would caution against. Psychiatry is a science, but it is not as yet an experimental science. In general, it is still at an early empirical stage of development. This is a normal historical phase, usual in the development of any scientific discipline, but it is a stage normally to be passed through in growth and not one abnormally at which to become fixated. The situation resembles that in anthropology of which Stavrianos has recently commented, "The methods of uncontrolled observation and free interview do not themselves provide the precise measurement required for scientific standards of objectivity" (7, p. 338).

Many psychiatrists recognize their difficulty. Brody, Newman, and Redlich have recently mentioned in *Science* the hope for "a more rigorous operational approach differentiating primary data, deductions, and inductions" (1, p. 380), but there are all too many others who cling to their adolescent pattern of behavior and strive to rationalize it as a code of necessity. A report of the Group for the Advancement of Psychiatry (2) states "We do not yet have reliable methods for the scientific validation of the laws of human behavior. While endeavoring to improve such methods, we must for the present rely largely on empirical data derived from the direct observation of personality function in the fields of psychiatry and psychotherapy." I would challenge the truth of this statement. There exist today any number of reliable methods and techniques, both of observation and manipulation, and many practicable types of experimental design all of which are applicable to the problems of psychiatry did the psychiatrist really have the desire and the training to utilize them.

Clinical psychology in this methodological sense is a more mature science than psychiatry. It is

definitely experimental, if at times somewhat shakily so. As an experimental science it has much to offer psychiatry, as I think many psychiatrists realize. For once, however, I am not advocating the "team" concept, although it is one of my firmest beliefs. I would rather suggest that psychiatry attempt to stand upon its scientific feet, if only because of the good example it would set us in clinical psychology; for too many of us clinicians instead of bringing our experimental tradition to the assistance of psychiatry flee to the empirical ambiguities of psychiatry in an attempt to escape the rigorous scientific demands of our own discipline.

At long last I have answered my question—Is clinical psychology a science or a superstition? It is a science with superstitious fringes. Firmly based upon an experimental foundation it is making rapid advances in understanding the problems of mental hygiene. Beset, however, by peculiar and tremendous human pressures and surrounded in its family context by many examples of ne'er-do-well behavior, it occasionally regresses to a juvenile level. But regression is a common phenomenon of growth, and indeed is only recognizable against a background of growth, and in growth there is promise and the hope of an ultimate maturity. We have no reason to despair.

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Comment

The Conservation of Human Resources Project

The work of the Conservation of Human Resources Project will be of interest to psychologists, especially those engaged in educational, industrial, and military applications. Instrumental in initiating the Project were General Dwight D. Eisenhower, Dean Philip Young of the Graduate School of Business at Columbia University, and Dr. Eli Ginzberg, the Director of the Project, also at Columbia's Graduate School of Business. The Project is a five-year undertaking, located at Columbia, and functioning administratively under the Graduate School of Business.

The research plan, which continues the investigations of Ginzberg and associates in the field of work adjustment, provides for a three-pronged approach: (1) a study of inadequacy and maladjustment in civilian and military life, (2) a study of the factors contributing to the development of talent and superior performance, and (3) changing patterns of work in a dynamic economy, 1890-1950. Under the first of these topics, the research staff is reviewing the military experience of World War II as well as correlative civilian experience with two broad groups of persons. One of these is the poorly educated who accounted for the bulk of the nearly three-quarters of a million men rejected for military service in World War II because of "mental deficiency." The other is the even larger group rejected for service because of "mental disease."

The approach to the topic of changing patterns of work in a dynamic economy is primarily historical. Its aim is to increase fundamental knowledge about work by studying the significant changes with respect to work that have taken place in the United States during the past sixty years. An attempt is being made to reconstruct the way in which the worker of 1890 lived, worked, and thought, in order to be able to compare him with the worker of 1950.

Research on the factors contributing to the development of talent and superior performance is not yet under way. An attempt will be made to identify the factors leading to the wastage of human resources growing out of failure to make effective use of the potential of highly talented individuals. Among the factors to be considered are the forces which retard the recognition of young people with high potential and the degree to which the values prevalent in a society help to channel these individuals in one direction or another.

In addition to its own research undertakings, the Project is related to the National Manpower Council

recently established at Columbia and financed by the Ford Foundation. The Council is composed of seventeen distinguished persons from various fields of endeavor and from different parts of the country, with James D. Zellerbach, president of Crown Zellerbach Corporation and former chief of the ECA Mission to Italy serving as chairman. The Council will undertake a continuing review and evaluation of manpower policy in a period of national emergency.

The Project is planned as a five-year undertaking with an annual budget of \$100,000. Financial support comes from a group of industrial firms and foundations. The Project also receives valuable assistance from several government agencies especially within the Department of Defense. The staff has submitted to the Department of Defense several memoranda including "The Human Resources Aspect of a Mobilization Plan," "The Screening of Persons with Mental or Emotional Disability," "The Reduction in the Number of Military Personnel Separated Prematurely for Reasons of Non-Adaptability or Psychoneurosis," "The Responsibility of the Armed Services for Counseling of Separatees," and "The Rationale of Screening for the Armed Services."

The staff of the Project provides for an interdisciplinary approach with several specialties being represented. Dr. Ginzberg is an economist. The senior advisor is Major General Howard Snyder of the U. S. Army Medical Corps. Research Associates are James K. Anderson, manpower and personnel; Henry David, labor history; Sol W. Ginsburg, M.D., psychiatry; and Douglas W. Bray and John L. Herma, psychology. Research Assistants are: Edith Beck, social work; Jiri Nehnevajsa, sociology; Robert W. Schmutz, economic history; and Leo Schumer, statistics.

A recent progress report is available to those working in the manpower field. Requests should be addressed to Dr. Eli Ginzberg, Director, Conservation of Human Resources, Columbia University, New York 27, N. Y.

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Some Data for Studying the Supply of Psychologists

Three recent studies issued by the U. S. Office of Education (Robert C. Story, *Earned Degrees Conferred by Higher Educational Institutions, 1947-48*, Federal Security Agency, Office of Education, Circular No. 247; *Earned Degrees Conferred by Higher Edu-*

cational Institutions, 1948-49, Federal Security Agency, Office of Education, Circular No. 262; *Earned Degrees Conferred by Higher Educational Institutions, 1949-50*, Federal Security Agency, Office of Education, Circular No. 282) provide information on the degrees awarded in psychology in the United States. The proportion of doctorates awarded in psychology to all doctorates increased from 3.4 per cent in 1947-48 to 4.26 per cent in 1949-50; there was no similar proportional increase in master's or bachelor's degrees. The proportion of the latter to all bachelor's degrees remained constant at 2.2 per cent; the proportion of master's degrees to all master's degrees was 2.26 per cent in 1949-50 and 2.8 per cent in 1947-48. (Because of the general increase in number of degrees, this means an increase in absolute numbers of bachelor's degrees in psychology from 5,980 in 1947-48 to 9,582 in 1949-50; an increase in absolute numbers of master's degrees from 1,175 in 1947-48 to 1,316 in 1949-50; and an increase in doctorates from 144 in 1947-48 to 283 in 1949-50.)

In two of the three years, psychology has ranked slightly behind history and ahead of all other traditional social sciences in degrees awarded. In 1949-50 there were 283 doctorates in psychology compared to 275 in history. Psychology similarly ranks second in master's degrees awarded; the total number was 1,316 in 1949-50 as compared with 1,801 in history. In bachelor's degrees, on the other hand, psychology ranks third, some little distance below economics and history.

Columbia, with 62 doctorates in psychology, is ahead of any other institution in the number conferred; New York University with 53 doctorates is second; Ohio State, 38; Iowa, 36; Michigan, 36; California (all branches), 35; Southern California, 32; Yale, 28; Purdue, 26; and Pittsburgh, 24, follow. The average number of doctorates per institution awarding a doctorate in 1949-50 was $6\frac{1}{2}$ per institution, which means that most of the other graduate departments awarding degrees awarded only 2, 3, or 4 per year. There appears to have been a substantial increase in the number of women receiving doctorates, from 6 in 1947-48 to 42 in 1949-50. The above listed institutions and a few others, such as Catholic University, Chicago, Illinois, Minnesota, Pennsylvania State, Texas, and Wayne, award the greatest number of master's degrees.

Difficulties of nomenclature and errors primarily of omission limit the complete reliability of these figures. It may be noted also that innovations here as in many other areas of social statistics create problems for the maker of tables. In 1949-50, for instance, only one doctorate was recorded as being awarded in psychology at Harvard. Yet of the 18 doctoral degrees

conferred as a result of work in the new Department of Social Relations, 3 were in the subfield "clinical psychology" and 1 in "experimental social psychology" and would, in any other university, have been listed as being degrees in "psychology." Another difficulty in making any precise evaluation of the potential supply arises from the fact that probably some proportion of sociologists, anthropologists, and physiologists are, in fact, prepared to undertake research or teaching in psychology, but what proportion is at present unknown.

CLAUDE E. HAWLEY AND LEWIS A. DEXTER
U. S. Office of Education

Communications Theory: An Historical Note

Inasmuch as C. E. Shannon's *A mathematical theory of communication* (1) has been rightfully creating a stir in some psychological circles, it seems only proper that the originator—so far as I know—of the conception of a discrete Markoff process applied to communication be given due credit. In order that no one doubt the validity of an earlier claim, what follows is directly quoted from the original source.

The first Professor I saw was in a very large Room, with Forty Pupils about him. After Salutation, observing me to look earnestly upon a Frame, which took up the greatest Part of both the Length and Breadth of the Room; he said, perhaps I might wonder to see him employed in a Project for improving speculative Knowledge by practical and mechanical Operations. But the World would soon be sensible of its Usefulness; and he flattered himself, that a more noble exalted Thought never sprang in any other Man's Head. Every one knew how laborious the usual Method is of attaining to Arts and Sciences; whereas by his Contrivance, the most ignorant Person at a reasonable charge, and with a little bodily Labour, may write Books in Philosophy, Poetry, Politicks, Law, Mathematicks and Theology, without the least Assistance from Genius or Study. He then led me to the Frame, about the Sides whereof all his Pupils stood in Ranks. It was Twenty Foot square, placed in the Middle of the Room. The Superficies was composed of several Bits of Wood, about the Bigness of a Dye, but some larger than others. They were all linked together by slender Wires. These Bits of Wood were covered on every Square with Paper pasted on them; and on these Papers were written all the Worlds of the Language in their several Moods, Tenses, and Declensions, but without any Order. The Professor then desired me to observe, for he was going to set his Engine at work. The Pupils at his Command took each of them hold of an Iron Handle, whereof there were Forty fixed round the edges of the Frame; and giving them a sudden Turn, the whole Disposition of the Words was entirely changed. He then commanded Six and Thirty of the Lads to read the several Lines softly as they appeared upon the Frame; and

where they found three or four Words together that might make Part of a Sentence, they dictated to the four remaining Boys who were Scribes. This Work was repeated three or four Times, and at every Turn the Engine was so contrived, that the Words shifted into new Places, as the square Bits of Wood moved upside down.

Six Hours a-Day the young Students were employed in this Labour; and the Professor showed me several Volumes in large Folio already collected, of broken Sentences, which he intended to piece together; and out of those rich Materials to give the World a compleat Body of all Arts and Sciences; which however might be still improved, and much expedited, if the Publick would raise a Fund for making and employing five Hundred such Frames in *Lagado*, and oblige the Managers to contribute in common their several Collections.

He assured me, that this Invention had employed all his Thoughts from his Youth; that he had emptied the whole Vocabulary into his Frame, and made the strictest Computation of the general Proportion there is in Books between the numbers of Particles, Nouns, and Verbs, and other Parts of Speech.

I made my humblest Acknowledgments to this illustrious Person for his great Communicativeness; and promised if ever I had the good Fortune to return to my native Country, that I would do him Justice, as the sole Inventory of this wonderful Machine; the Form and contrivance of which I desired Leave to delineate upon Papers as in the Figure here annexed. I told him, although it were the Custom of our Learned in *Europe* to steal Inventions from each other, who had thereby at least this Advantage, that it became a Controversy which was the right Owner; yet I would take such Caution, that he should have the Honour entire without a Rival (2, pp 166-169).

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1. SHANNON, C. E. A mathematical theory of communication. *Bell Telephone System Technical Publications*, Monograph B-1598.
2. SWIFT, J. *Gulliver's travels*. Oxford: Basil Blackwell, 1941.

J. C. GILCHRIST
University of Wisconsin

Psychologists' Ignorance of Social Work

To the Editor:

As a social worker who is also a member of the APA, I am desirous of seeing an increase in the interchange of information between social workers and psychologists. Although psychology and social work are two distinct professions, they have many points in common, and cross-fertilization of ideas between

them should prove mutually fruitful. Consequently, I am pleased that the APA has a Committee on the Relations with the Social Work Profession.

I am pleased, too, that all the 53 accredited schools of social work require, among other things, that the candidate for admission have had some introductory courses in psychology. Schools of social work also require their students to take one or more graduate courses in psychology. In other words, the social worker must have at least a nodding acquaintance with the sister profession of psychology.

But communication is a two-way strength. I see little evidence among psychology students or psychologists which would indicate even a minimal elementary knowledge of the field of social work. One amazing example is that of a recent recipient of a PhD in clinical psychology who was not only uninformed about social work, but the smattering of information he did have was at complete variance with facts. He did not even know that the university he attended had a school of social work. Another surprising example was illustrated in a note on page 528 of the October 1950 *American Psychologist* titled, "Requests asking how and where psychological services may be obtained. . . ." This note indicates that by and large the office of our Association is at a loss regarding where to refer people to "counseling centers." For many years the National Committee for Mental Hygiene has published a *Directory of Psychiatric Clinics* which lists a variety of accredited services in hundreds of communities. Besides listing all the psychiatric clinics, the directory also includes the names and addresses of the family service agencies in America. As every informed psychologist should know, family agencies are counseling centers for families presenting a variety of personal and familial problems. These agencies are manned by professionally trained social workers. This directory also lists most of the councils of social agencies and community chests where people in need of various kinds of services could receive helpful information and referral to meet their needs.

There are some 100,000 social workers in America, offering a variety of services, usually including psychological services. It might be helpful to all concerned, and especially the people we serve, if there could be a greater diffusion of social work knowledge among our membership.

JOSEPH ANDRIOLA,
Director, Social Service Department
Patton State Hospital

Across the Secretary's Desk

The present editor and managing editor of the *American Psychologist* have talked a great deal about what is and what should be the nature of the journal we edit. We decided we should also talk to the membership about it. Our plan was to do a collaborative article; the managing editor agreed to write a first draft and then she and the editor would work over it together. It turned out that the first draft was so nearly the final draft that the editor had nothing to do but to approve and agree. Since endorsement is not necessarily collaboration, the article appears as the managing editor's article. The editor likes it, agrees with its assertions, and hereby introduces it.

FILLMORE H. SANFORD

The American Psychologist: SIX YEARS AFTER

Just six years ago in December, copy for the first number of the *American Psychologist* was being prepared. It was a new journal venture for the APA—one that arose primarily from the reorganization of the Association and its new-found concern with professional problems. Unlike the other APA journals it was not to be a scientific journal. As the title page states, it was, and is, "The Professional Journal of the American Psychological Association, Inc." And the questions were then, as they are now, "What is the purpose of a professional journal?" "What should it contain?" "Why should it be published and what are its publication policies?" These are questions which all members of the Association, as well as those involved more directly in its publishing and editorial activities, must answer, for of all APA journals the *American Psychologist* is most representative of the entire organization. And having formulated some general answers, they must also evaluate how well the policies are being carried out. The purpose of this column is to present briefly some of the past and present policies of the journal in order to bring the problem to the attention of APA members and to invite their comments on the *American Psychologist*.

Those involved in the reorganization of the APA thought enough of having a professional journal to provide for it in the By-Laws. The Article on "Publications" stipulated that there ". . . shall be

an official journal, which shall contain discussion of professional problems, programs, reports, proceedings, announcements, presidential addresses, and such other official papers as the Council of Representatives may deem appropriate. . . ." The revised By-Laws made it an "organ" rather than a journal, and officially recorded its name as the *American Psychologist*, but have changed nothing else. A clarification of the policy regarding official papers was published by Dael Wolfe in "Across the Secretary's Desk" in October 1949. He stated that because it is "sometimes difficult to know what is 'official' and to be given precedence," the Board of Directors "gave the editor specific instruction that he should print those papers mentioned for publication in the By-Laws or ordered printed by the Council of Representatives . . ." and "that he could, at his discretion, reject any other papers."

Another statement of editorial policy was given in "Across the Secretary's Desk" in November 1948, in which it was explained that in choosing articles for publication the editor "must select those which seem to be of greatest interest and importance. Since the *American Psychologist* represents the whole of psychology, rather than a particular field, we select partly on the basis of an effort to represent the diverse interests within the Association."

Here, then, are the overall editorial policies. But what has actually appeared in the journal? In order to show, in a general way, the type of articles which have been published, Table 1 has been prepared. In many cases the classification was made on an arbitrary basis, but what we have tried to indicate is the primary topic of the article. Because the purpose of the table is to show what the article was concerned with, the papers grouped under each heading include both official papers—committee reports and papers ordered printed by the Council—as well as contributed articles. This table indicates something of the way the editorial policies of the journal have been reflected in its pages. It is interesting to note that many of the headings are the same as the problems foreseen by members in their replies to the Directory Questionnaire. (See "Across the Secretary's Desk," September 1951). Since these are topics of present

TABLE 1
Topics of articles appearing in the *American Psychologist*:
1946-1951

Topic	1946	1947	1948	1949	1950	1951
APA (incl. proceedings, meetings, general policy, divisions, etc.)	9	6	10	9	5	9
Regional and State Assns. (incl. proceedings)	6	4	6	5	5	5
Teaching and Training (incl. student interests, etc.)	7	10	11	11	15	2
Occupations and jobs	1	1	0	2	0	0
Psychologists in government (incl. descriptions of agencies, etc.)	3	5	4	1	1	0
Descriptions of psychology departments, clinics, other organizations (incl. ABEPP)	2	2	1	2	1	1
Military psychology	13	6	3	0	0	0
Industrial, personnel, applied	2	2	4	0	0	2
Ethics	0	0	4	2	2	4
Certification and licensing	3	0	0	0	7	3
Writing and publishing	0	1	2	2	2	4
Public relations	0	0	4	0	1	0
Women	1	1	1	0	0	2
Social issues	1	0	2	1	0	0
Relations with other Professions	0	1	2	1	2	0
International psychology	1	2	0	0	2	1
General articles (essentially non-professional, incl. pres. addresses)	3	4	8	8	7	3
Miscellaneous (obit., "boners," public speaking, etc.)	1	1	2	1	2	0

concern to members, it is likely that articles on them will continue to appear.

The regular sections or features of the *American Psychologist* are also indicative of what it is and what its policies are.

In "Across the Secretary's Desk" the Executive Secretary writes about current issues which he, because of his job, is especially cognizant of. Some of these columns have been reports to the members on APA activities—its committees, boards, and the Central Office. Others have been informational, designed to let APA members know what is going on, administratively, in the world of psychology and in other worlds which affect psychology. Some have been frankly editorials.

The section, "Comment" began in January 1947 as the result of requests for a place to present criticisms of previously published articles, to raise questions, and to publish brief comments on any or all aspects of the APA and psychology in general. It has also contained non-controversial reports that have been too short to appear as articles and too

long to be news items. They are usually written in the form of letters to the editor. In May 1948 the editor announced the policy that in the "Comment" section, he would condense any note at his discretion, the author would receive no proof, and no reprints would be made.

In "Comment" we wish we could publish all letters received; in fact, to make the section an open forum where everyone could be heard. But some editing and selecting has had to be done. First, there are space limitations and these are inexorable. Potentially libelous statements and completely personal attacks are ruled out. When several letters on a certain subject are received, with some arguing on one side and some on the other, we cannot print all of them; but the policy has been always to publish arguments on both sides. If more than one letter on a topic is received and each one makes the same point, the one that is written most clearly and concisely is usually published. The mere fact that a letter is not printed does not mean that its contents have gone unrecognized. Only by receiving comments on published articles can the editor have a check on his editorial judgment.

The section that is probably the most widely read is "Psychological Notes and News." The content of this section is not well defined, and perhaps it should not be. It often overlaps with the "Secretary's Desk" and "Comment." In general, anything that might be of interest to psychologists is reported—events in the professional lives of psychologists, announcements, reminders, meetings, vacancies. Again, space limitations determine the amount and kind of news that can be printed. It is almost always necessary to edit and condense news material, and the editorial hope has been that nothing essential has been sacrificed and no meanings distorted by the editor's blue pencil.

The fact that the journal has no news reporters in the field leads to two problems. First, we are dependent almost entirely on the initiative of the members to send in news items. This perhaps results in a biased sample, and lack of information on some new events and developments. Second, we find that it is not feasible for us to attempt to check on the accuracy of the information. For that reason, the editor asked some time ago, that all news items be signed, and this, of course, implies that they should be in writing. Press releases and printed announcements are the other important

source of information, and we assume that they are accurate.

Another problem is the time it takes to print the news; often it comes out so late that it is no longer newsworthy. At least three weeks elapses from the time news items are sent to the printer until the journal is received. If it is obvious that an item will be out-of-date by the time it is printed, we do not include it, but sometimes, especially in the case of vacancies, we have no way of knowing. As a consequence, the jobs are often filled by the time the journal comes out, and the placement service receives irate letters from psychologists who have applied only to be told that the vacancy no longer exists. Every effort is being made to reduce the time it takes to print and mail the journal, but without a newspaper type of set-up and a fleet of trucks to rush the journal to subscribers, there will inevitably be some delay.

There are two other regular features—portraits and the "Convention Calendar." The portraits that have appeared have, for the most part, been of APA officers, editors, members of the Policy and Planning Board, and some committee chairmen. Occasionally there have been group pictures of committees, boards or societies, and smaller pictures of individual psychologists. We would like to know what APA members think about the general policy of inclusion of portraits and their views on a more specific policy of whose picture should appear.

The "Convention Calendar" appears as a more or less regular feature. Since it does repeat the same information month after month, and does, of course, take up precious space, it would help us to know whether a single announcement of a meeting in the "Notes and News" section would suffice.

If this is the past of the *American Psychologist*, what of its future? New features will undoubtedly be added. For example, it has frequently been suggested that there be a section on "Research Notes"—brief items on research ideas, research in progress, and repetitions of previous studies. Would a section of this type be of interest? Should we have a section on "international psychology"? In

addition to the articles on professional problems, we would like, if possible, to publish more general, non-professional articles. Here we envisage articles written by specialists in various fields, describing work being done in that area. It is not easy to obtain such articles, for they must be written in rather general style—almost for the well known "intelligent layman." It would be of great value to have suggestions for topics which APA members would like to have discussed, and also to have the cooperation of APA members in preparing the articles.

Although most APA members seem to be in favor of having a professional journal, there are some who are not particularly enthusiastic about its present form. For example, some members think it is too much of a luxury publication and that it should be printed more cheaply, on less expensive paper, with a more modest format and cover, and more economical use of space. For many psychologists, the journal is primarily a newsmagazine, dealing with current affairs, and to be discarded along with other newsmagazines, and, they say, we should plan each issue with this in mind. There is sometimes the feeling that the journal really has no "content." It deals only with administrative problems and debates, it is said, and the articles are cloaks for prejudices and power politics and pressure groups. Others feel that it has given too much emphasis to the clinical field. How generally these attitudes are held we do not know—and we want to know, for then the policies of the journal could be altered accordingly.

In order to answer some of the questions raised here, the APA Publications Board plans to undertake a study of the *American Psychologist*. They will probably make a readership survey, asking many of these questions, and perhaps others. The results of this study should do much to help the Association clarify its conception of an "official" organ, develop new and better policies, and publish an *American Psychologist* that is a worthy servant of all American psychologists.

LORRAINE BOUTHILET



O. HOBART MOWRER

Research Professor of Psychology, University of Illinois

Board of Directors, American Psychological Association

President-elect, Division of Personality and Social Psychology

President-elect, Division of Clinical and Abnormal Psychology

Psychological Notes and News

William R. Duffy died on August 28, 1951.

Stella B. Vincent died in Pasadena, California on August 30, 1951.

Milton Cotzin of the Southbury Training School died recently.

Alma Long of the staff of the Division of Education and Applied Psychology of Purdue University died September 25, 1951.

David Spence Hill died November 10, 1951 at the age of 77.

Norma L. Stimson, instructor in psychology at the University of Buffalo, died on November 11, 1951, after a brief illness.

Change of dates for 1952 APA meeting. The 1952 APA meeting will be held September 1-September 6, 1952. It will *not* be held over the Labor Day weekend, as previously announced. The change was made because better hotel facilities will be available on the new dates.

The Call for Papers for the next APA meetings will appear in the February 1952 *American Psychologist*. According to present plans, the deadline for receipt of abstracts by division program chairmen will be around March 22. Information about symposia, including names of speakers, will also have to reach the program chairmen by that date. The exact dates of deadline will be published in February, and the Convention Program Committee has announced that it will adhere to the published deadlines. All APA members who intend to take part in the meetings, and especially those who wish to organize symposia, are urged to begin their planning well in advance.

Several new appointments have been made in the Tufts College Department of Psychology and Institute for Applied Experimental Psychology. Edward M. Bennett, Florence E. Gray, and Joseph W. Wulfeck have become instructors; Richard S. Hirsch, Ezra V. Saul, and Alexander Weisz are research associates; Marjy N. Ehmer and John A. Hanson are newly appointed research assistants. The Tufts staff now includes, in addition to the

above, Leonard C. Mead, chairman and director; Leonard Carmichael and Nils Y. Wessell, professors; Dorothea J. Crook, associate professor; Norman B. Hall and Louise B. Seronsy, assistant professors; Mason N. Crook, assistant director of the Institute; Walter F. Dearborn, Philip W. Johnston, Margaret W. Raben, and Bertram Wellman, research associates.

Rhoda Lee Fisher is now clinical psychologist in the department of neuropsychiatry at Baylor Medical College, Houston, Texas; and also guest instructor at the Southern College of Fine Arts in Houston.

Harold Geist has been appointed chief clinical psychologist at the Mare Island Naval Hospital, Vallejo, California.

L. N. Recktenwald, formerly of Loyola University, New Orleans, Louisiana, has accepted a position in psychology on the staff of Villanova College, Villanova, Pennsylvania.

Harry D. Kitson, who served twenty-six years as professor of education at Teachers College, Columbia University, has retired with the title of professor emeritus.

Arthur P. Coladarci, formerly assistant professor of educational psychology at Indiana University, is now associate professor of education and psychology at Stanford University.

Henry C. Werner, counselor on the staff of the City College Vocational Advisement Unit, has just been awarded a fellowship for 1951-52, under the terms of the Buenos Aires Convention, for study and research in Haiti. His research project will involve a detailed personality study of a representative group of individuals in Haiti.

Joseph E. Moore and Albert S. Glockman have terminated their affiliation with Consulting Psychologists, Inc., and have, with Edward H. Loveland, formed the consulting firm of Joseph E. Moore and Associates, Atlanta, Georgia.

Clifford T. Morgan, professor of psychology and chairman of the department, Johns Hopkins Uni-

versity, will be on leave as acting professor at Stanford University from January 1 to August 30, 1952. During his absence, **Eliot Stellar**, assistant professor of psychology, will serve as acting chairman. The department at Johns Hopkins also announces the appointment of **Ward Edwards**, recently of Harvard University, as instructor and research associate in psychology.

Richard Q. Bell and **Jack J. Monroe** have been appointed Senior Assistant Scientists (Psychologists) in the Regular Corps of the United States Public Health Service. Dr. Bell, a recent graduate of Stanford University, is on the staff of the National Institute of Mental Health, Bethesda, Maryland. Dr. Monroe, of the Public Health Service Reserve Corps and a graduate of Purdue University, is on the staff of the U. S. Public Health Service Hospital, Fort Worth, Texas.

Eva Goodenough has accepted a position as assistant professor of psychology at Trinity College, San Antonio, Texas.

Robert Kaplan, who was a clinical psychologist in the Oklahoma City VA Regional Office, has recently been recalled to military service. He is now 1st Lieutenant in the Mental Hygiene Consultation Service, Fort Riley, Kansas.

Carroll M. Colgan has received a U. S. Public Health Research Fellowship to study and conduct research at the Moosehaven Research Laboratory for Gerontology at Orange Park, Florida. Also appointed to the laboratory staff as research assistant is **John O. Duffy** from the University of Florida. Other staff members are **Robert W. Arms**, research assistant; **Walter D. Obrist** and **George E. Myers**, research associates; and **Robert W. Kleemeier**, director.

Fred E. Fiedler has joined the Graduate College of Education, University of Illinois as research assistant professor. His previous appointment was in the psychology department, University of Chicago.

Theodore C. Kahn, Major, MSC, is on military leave from the Los Angeles City Schools and the University of Southern California, and has been appointed Chief, Clinical Psychology Section, U. S. Air Force Hospital, Parks Air Force Base, Pleasanton, California.

A. Ralph Carli, associate director of the Laboratory of Psychological Studies, Stevens Institute of Technology, has joined The Woods Schools, Langhorne, Pa., as director of the Child Research Clinic.

The department of psychology at the University of Arkansas has recently made five new appointments. **E. Ralph Dusek**, formerly of the State University of Iowa, has been appointed assistant professor; **Wayne Holder**, formerly at the White Sands Proving Grounds, has been appointed instructor; **Frank P. Gatling**, formerly of the University of Oklahoma, has been appointed assistant professor; **Walter J. Richards**, formerly of Texas Technological College, has been appointed assistant professor; and **E. Philip Trapp**, formerly of the University of Illinois Neuropsychiatric Institute, has been appointed assistant professor.

The department of psychology and psychiatry, The Catholic University of America, announces the appointment of **Helen Peixotto** and **Peter Hofstaetter**, formerly visiting professors, to the rank of associate professor, effective September 1, 1951. Dr. Peixotto is chief clinical psychologist and Dr. Hofstaetter is in charge of the psychological laboratory. The department also announces the addition of new instructors, as follows: **James P. O'Connor**, clinical psychologist and director of the university counseling center; **Edward C. Stefic**, clinical psychologist in the child center; **Robert J. McAllister**, in charge of general and experimental courses; **Harriet Chikowski**, psychiatric social worker and supervisor in the child center.

Harry B. Gilbert, research psychologist in the New York City Board of Education and lecturer at New York and Yeshiva Universities, has been appointed director of Camp Merrimac, a coeducational camp in Contoocook, New Hampshire. He will be associated with Mr. A. Beleson of the Bronx High School of Science.

Mortimer Feinberg has been appointed assistant professor in the psychology department of the School of Business and Civic Administration of the City College of New York. He is continuing as a part-time consultant with Richardson, Bellows and Henry. He formerly was an instructor at Brooklyn College.

The Test Construction Branch of the Extension Course Institute, Air University, Gunter Air Force Base, Montgomery, Alabama, now consists of **Paul M. Freeman**, chief; **William T. Padfield**, formerly of New Mexico A & M; and **Emmoran B. Cobb**, formerly of the Tennessee State Testing Program.

Catherine W. Davis, formerly supervising psychologist at the East Moline State Hospital, Illinois, is now clinical psychologist at the Davenport and Scott County Mental Health Center, Iowa.

James R. Taylor left the position of graduate assistant in speech education at Pennsylvania State College and has been appointed psychologist at the Annie Wittenmyer Home, Davenport, Iowa and the State Juvenile Home, Toledo, Iowa.

Donald Thistlethwaite, formerly assistant professor of psychology at Western Reserve University, has recently been appointed research associate in psychology at the University of Illinois.

Ned L. Reglein has been appointed research associate and associate professor at the Indiana University Audio-Visual Center.

Laurence S. McGaughran, formerly a staff member at the University of Tennessee, and **Ronald F. Wilson**, formerly of Wayne University, are new additions to the psychology staff of the University of Houston. Both hold the rank of associate professor.

Saul Scheidlinger has been appointed consultant in group therapy in the Family Service Division of the Community Service Society, New York City. He was formerly consulting psychologist at the Walden School and assistant to the director of group therapy, Jewish Board of Guardians, New York City.

With the opening of the New Institute for Psychosomatic and Psychiatric Research and Training at Michael Reese Hospital, Chicago, the psychology laboratory has expanded its research and training programs. **Sheldon J. Korchin** is director of the laboratory. **Harold Basowitz**, formerly at Princeton University, and **Charles Wenar**, formerly at the State University of Iowa, have recently joined the staff as research psychologists. With U. S. Pub-

lic Health Service support two new interns are being added this fall for training in the psychiatric clinics.

The department of psychology, Michigan State College, announces the appointment of the following new staff members in psychology: **Alfred G. Dietze**, associate professor in general and social psychology; **Gustave M. Gilbert**, associate professor in clinical psychology; **Irving E. Sigel**, assistant professor in child psychology; **Albert Eg-lash**, instructor in personality and child psychology; **Vita Krall**, instructor in clinical child psychology. **Nico Camara-Peon**, psychiatrist, replaces the late Dr. Samuel W. Hartwell as psychiatric consultant to the psychological clinic in the department of psychology. **Milton Rokeach**, associate professor of psychology, Michigan State College, has received a Social Science Research Council Faculty Research Fellowship for a period of three years effective July 1, 1951 to enable him to devote half time to research.

At the University of Pennsylvania **Albert Pepitone**, former teaching fellow and project director in the social perception program at the Research Center for Group Dynamics, University of Michigan, has been appointed assistant professor of psychology, and **Asenath Petrie**, research psychologist at the Mill-Hill Emergency Hospital and Maudsley Hospital, University of London, has been appointed research associate in the department of psychology for the months of October, November, and December.

The APA Committee on Questionnaires, Ray C. Hackman, James Quinter Holsopple, and Willis C. Schaefer, chairman, met with Fillmore H. Sanford, Executive Secretary of the American Psychological Association, in Washington on November 28, 1951. Discussion concerned ways in which the Committee could be of real service to the membership of the Association. The many psychologists who have been faced with requests to answer long, complex questionnaires, who may have wondered whether the possible results could justify the efforts required, will appreciate the problems faced by the Committee. A statement of objectives, scope, and functions is being formulated and the Committee will appreciate any and all suggestions and comments.

The Midwestern Psychological Association will hold its twenty-fourth annual meeting at the

Hotel Cleveland in Cleveland, Ohio, on April 25 and 26, 1952, under the presidency of Donald B. Lindsley of the University of California at Los Angeles. The meetings will be under the auspices of Western Reserve University, and Calvin S. Hall will serve as chairman of local arrangements. The meetings were originally scheduled to be held in Columbus, Ohio, under the auspices of the Ohio State University, but the trustees of Ohio State University subsequently instituted a procedure by which all persons speaking there must be "cleared" by its President. The Executive Council of the MPA felt that this curtailment of academic freedom was unnecessary and unjustified, and that the ruling would prove so distasteful to the MPA membership as to prevent many from participating in meetings at Columbus. The Council, therefore, voted to rescind acceptance of the Ohio State invitation and to accept the invitation of the psychology department of Western Reserve University to meet in Cleveland.

Officers of the Western Psychological Association for 1951-1952 are Robert W. Leeper, University of Oregon, president; Quinn McNemar, Stanford University, vice-president; Richard W. Kilby, San Jose State College, secretary; and Rheem F. Jarrett, University of California, treasurer. The next annual meeting will be on April 25-26, 1952 in Fresno, California. For information write the secretary.

The Indiana Psychological Association elected the following officers at its meeting held on November 3, 1951: William A. Livingston, vice-president; Rutherford B. Porter, secretary-treasurer; Ernest J. McCormick and Mary E. Collier, members-at-large for a two-year term; T. L. Engle and Eston J. Asher, members-at-large for a one-year term; Delton C. Beier, representative to the Conference of State Psychological Associations. Delton C. Beier was elected president of the Association in 1950 for a two-year term.

The Vermont Psychological Association has elected the following officers for the year 1951-52: Frederick C. Thorne, president; Clarence F. Willey, vice-president; Florence Pizinger Bellows, secretary-treasurer.

During the last APA meeting in Chicago, a group of psychologists in private practice held a meeting

at which they designated themselves a **Committee of Psychologists in Private Practice**. A special committee was organized consisting of Lawrence E. Abt; David Kopel, secretary; Paul G. Murphy and R. J. Wentworth-Rohr, chairman. They were charged with making arrangements for a round table or symposium on the problems of psychologists in private practice to be included in the program of the 1952 APA meeting.

Those present at the first meeting of the committee shared the belief that the special interests of psychologists in independent practice can be advanced by some kind of formal organization as a special interest group within the APA, and open only to members of the APA. Psychologists in private practice are invited to make their views known by writing to Dr. Wentworth-Rohr or to the other members of the committee.

Over 200 requests which could not be filled have been received for "**Measurement of Flexibility-Rigidity**" by A. S. Luchins, published by the F.D.R. Veterans Administration Hospital, Montrose, N. Y. Another revised edition of this manual is being planned to be distributed at cost of publication. Suggestions from those who have used the previous editions as well as pre-publication requests so that this time enough manuals will be mimeographed to meet the demand will be appreciated. Write to A. S. Luchins, Department of Psychology, McGill University, Montreal, P. Q., Canada.

The Civil Liberties Research Award, a \$1000 U. S. Government Bond, will be presented by the Society for the Psychological Study of Social Issues to the individual who submits the most promising plan for research in the field of civil liberties. The recipient will be expected to carry through the proposed research as soon as possible after granting of the award. The award has been made possible by a gift to SPSSI from the Edward L. Bernays Foundation. Its purpose is to stimulate research rather than to reward research already completed.

The committee of judges is composed of Hadley Cantril, Wayne Dennis, Franklin Fearing, Ernest Hilgard, and Gardner Murphy. Entries should not exceed ten double-spaced typed pages. Five copies of each entry should be sent to Professor Franklin Fearing, Department of Psychology, University of California at Los Angeles, Los Angeles, California, by March 15, 1952.

Any correspondence, other than entries, should be addressed to Mrs. Helen S. Service, Assistant Secretary, SPSSI, Department of Psychology, Columbia University, New York 27, N. Y.

No more free reprints. After January 1, 1952 the APA will no longer provide 50 free reprints to journal contributors. Authors of manuscripts which were submitted *before* January 1, 1952 may, however, still receive free reprints upon request.

A report on "Opportunities for Federally Sponsored Social Science Research" has recently been published by the Washington Research Office of Syracuse University. The report deals with some of the problems of securing and administering government contracts and describes in some detail the sort of research sponsored by various agencies in the government. Because of its potential interest to psychologists the APA office plans to send copies of the reports to chairmen of university departments of psychology. It will also have available a relatively limited number of copies for other psychologists who request them. Those interested in having the report should write to the APA office.

The Clinical Psychology Branch of the Psychiatry and Neurology Consultants Division, Office of The Surgeon General, has announced that the Department of the Army has prepared and published a **Manual for Military Clinical Psychologists**. The Manual includes sections on Wechsler-Bellevue Scale, Rorschach Technique, TAT, MMPI, and Goldstein-Scheerer Tests. These sections were written by David Wechsler, Bruno Klopfer, Henry A. Murray, Starke R. Hathaway and Paul E. Meehl, and Martin Scheerer.

The Manual title is "TM 8-242, Military Clinical Psychology" (1951). It is available for purchase from the Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. The price per copy is thirty (30) cents. It is important, in ordering Government publications, to include cash or postal note with request in order to expedite delivery.

Air University has recently announced a plan for the awarding of fellowships and visiting professorships to qualified members of other educational institutions. Air University, which was established in 1946 to provide a coordinated program

of education for U. S. Air Force officers, is interested in collaborating with other colleges and universities in order to receive help in solving certain Air University problems and also to assist in expanding other universities by making the facilities of Air University available to them. Stipends for fellowships, which are open to graduate students working for the doctoral degree, range from \$3,100 to \$3,825 per year. Visiting professorships, one-year appointments available to recommended faculty members, have salaries based on the Civil Service grade for which the faculty member qualifies. Opportunities for research using Air University facilities without compensations are also available. All arrangements for fellowships, visiting professorships, or research projects are made between the educational institution and Air University and not on an individual basis. Additional information concerning these opportunities may be obtained by writing to the Commanding General, Air University, Maxwell Air Force Base, Alabama. Attn: Air University Secretary.

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Internship, beginning in January or February, 1952 at a Psychiatric Hospital for Children. Prefer student enrolled for PhD in clinical psychology at an accredited university and at the third year level of training. Woman preferred. Opportunity for supervised diagnostic testing and psychotherapy with children as well as for training in research. Stipend: \$65.00 per month plus full maintenance. Apply to: Dr. Eli Z. Rubin, Director of Psychology Department, Emma Pendleton Bradley Home, Riverside 15, Rhode Island.

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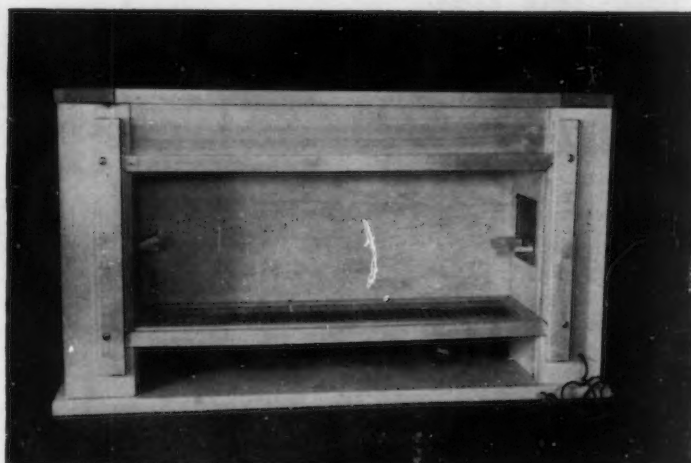
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